

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Private School**

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice  
(Check all that apply, if any)

Name of Principal: Mrs. Anita Nagel

Official School Name: Our Lady of the Assumption Catholic School

School Mailing Address: 1320 Hearst Drive NE  
Atlanta, GA 30319-2711

County: Dekalb State School Code Number: N/A

Telephone: (404) 364-1902 E-mail: anagel@olaschool.org

Fax: (404) 364-1914 Web URL: www.olaschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Diane Starkovich Superintendent e-mail: dstarkovich@archatl.com

District Name: Archdiocese of Atlanta District Phone: (404) 888-7800

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Lori Beranek

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

Questions 1 and 2 are for Public Schools only.

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	14	16	30		6	23	35	58
K	30	21	51		7	14	14	28
1	25	26	51		8	14	16	30
2	23	35	58		9	0	0	0
3	27	26	53		10	0	0	0
4	21	30	51		11	0	0	0
5	33	36	69		12	0	0	0
Total in Applying School:								479

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
9 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
87 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	3
(3)	Total of all transferred students [sum of rows (1) and (2)].	13
(4)	Total number of students in the school as of October 1, 2009	469
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 4

Specify languages:

French, Korean, Portuguese, Spanish

9. Percent of students eligible for free/reduced-priced meals: 1%  
 Total number of students who qualify: 6

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 5%  
 Total number of students served: 43

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>20</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>29</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>1</u>
Special resource teachers/specialists	<u>3</u>	<u>3</u>
Paraprofessionals	<u>2</u>	<u>13</u>
Support staff	<u>6</u>	<u>5</u>
Total number	<u>41</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	96%	98%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	14%	11%	15%	29%	27%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Our Lady of the Assumption Catholic School is fifty-nine years of age with employees ranging from zero to forty-one years of service. OLACS values both experienced and novice teachers and attempts to maintain a balance between the two. Although teachers are dedicated, the turnover rate is a result of pregnancies, relocation, and retirement.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Our Lady of the Assumption Catholic School (OLACS) was established in 1951 by the Archdiocese of Atlanta and staffed by the Sisters of Mercy, known for their unique fourth vow of service. OLACS is celebrating its fifty-ninth anniversary and is currently overseen by the Society of Mary, the Marists. Located in Atlanta, Georgia, OLACS is set in a residential portion of the city. Approximately sixty-two percent of the student body is from the OLA parish community. The remaining Catholic students represent eighteen other local parishes, and approximately ten percent of the student body is non-Catholic. Eighty-seven percent of the student body is Caucasian; nine percent is Hispanic; two percent is African American; and two percent is Asian.

OLA Catholic School's mission — *to create a nurturing environment grounded in the Catholic faith, which provides for the spiritual and academic development of each child* — is the heart and soul of the school community. Mission, faith, and culture are intertwined through acts of mercy, prayer, and respect, and all participants remain dedicated to providing service on a local, national, and global scale. The school exists to enrich academic performance, provide spiritual development, and promote strong minds and bodies while teaching the beliefs and practices of the Catholic faith. Worship, service, respect, dignity, and weekly Masses are part of the school's faith instruction and support a commitment to honor the traditions and vision of the Sisters of Mercy, the Society of Mary, and the mission of OLACS.

One hundred percent of the faculty is certified by the state of Georgia and is visionary in meeting the needs of all students in the classroom. Many of the faculty have graduate degrees; some of these are financed through teacher endowment funds. The faculty and staff participate in global, national, and state-level conferences. The high level of commitment to education demonstrates that education is valued and exists to meet the individual needs of the students.

Our Lady of the Assumption Catholic School continues to accept students with a variety of learning differences, which demonstrates a commitment to fulfilling the mission. Therefore, OLACS employs the largest support staff for students in the Archdiocese. The resource personnel include a counselor, a school psychologist, and resource teachers. A theme throughout the years at OLACS is to provide a Catholic education for those students whose individual needs can be met and for those students who can be successful within the academic program. Expansion of the resource department has occurred over the years in order to be inclusionary and meet the needs of the students and of Catholic families.

Budgeted monies, awards, and scholarships provide funding for educational programs, student resources, and ethnic scholarships. It is noteworthy that a portion of all fundraising is factored into the budget to reduce the cost of Catholic education for all who attend. A \$25,000 award to the school's art teacher broadened the art program, and OLACS received a Goizueta grant of \$498,000 for the resource program and for scholarships to Hispanic students. Offering a Catholic education to all Catholic families supports the mission of OLACS.

OLA Catholic School fulfills its mission through the use of sound educational practices with emphasis on creating well-rounded students. Its educators promote creative thinking, teach problem solving strategies, and differentiate lessons to meet the needs of the students.

The school and community collaborate to provide a climate suitable for educational and religious development. As the primary educators of their children, parents support the partnership between the home, the school, and the community. Ninety percent of OLACS families provide service to the school throughout the year. The Home and School Association provides community support through the Spiritual Angels, as well as coordinating parent volunteers in the classroom, the library, and the school office. The organization also spends numerous hours fundraising. The Advisory Council, which is

composed of parents, serves as financial and strategic planning consultants, marketing and development specialists, advocacy representatives, spiritual leaders, and facility advisors.

Our Lady of the Assumption Catholic School received accreditation in 1970 through the Southern Association of Colleges and Schools (SACS) and is currently accredited by SACS as well as the Southern Association of Independent Schools (SAIS). OLACS is a member of the Georgia Independent School Association (GISA) and the Atlanta Area Association of Independent Schools. OLACS maintains professional memberships in the National Catholic Education Association, National Association of Elementary School Principals, National Association of Secondary School Principals, National Middle School Association, and Association for Supervision and Curriculum Development.

Our Lady of the Assumption Catholic School is worthy of the Blue Ribbon designation because of its rigorous academic program, its focus on community and family, and its dedication to the school's mission. This mission is exemplified through the students who are active participants in faith, education, and service to the local, national, and global community.



### 1. Assessment Results:

Our Lady of the Assumption Catholic School administers the standardized Cognitive Abilities Test (CogAT) to students in grades two, five, and seven and the Iowa Test of Basic Skills (ITBS) to students in grades one through eight. Analysis of standardized testing results is one tool used to evaluate the instructional program. Identifying academic achievement trends within the building, class, and individual student levels assists in measuring student performance and provides a base for professional development.

The CogAT is designed to indicate the projected ability of individual students. Students' projected levels of achievement are derived from the aggregate CogAT scores, and a comparison is drawn between actual scores and student achievement on the ITBS test. OLACS grade level averages demonstrate that students score above their predicted ability levels, which reflects positively upon the teaching that is occurring within the classroom.

All scores in grades one through eight meet or exceed the Blue Ribbon requirements for the five year period. Overall performance trends for the Iowa Test of Basic Skills (ITBS) are consistent and within a five to ten point range of these requirements in all grades except for the grade seven reading totals. These reading totals, which were low in 2006, have improved steadily through small group and individual remediation and through identified classroom strategies for individual students.

At the end of grade six, a number of students transition to a local Catholic high school, and students accepted to OLACS for grade seven come from diverse learning backgrounds. The ITBS data for 2006 and 2007 indicates a decline in the reading scores for this grade; subsequently, a support teacher and classroom teachers actively remediate student weaknesses due in part to the transition to OLACS.

Math is a 'relative' weakness for OLACS, which means that within a strong academic program math is a slightly weaker area. It is particularly noticeable in the seventh grade when OLACS accepts additional students. As gaps in the students' knowledge base are identified, tutorials facilitate progression through the OLACS math curriculum. Leveled math classes and extended classes are implemented to further assist teachers in meeting the individual needs of the students. All scores continue to meet or exceed the Blue Ribbon requirements.

Sub groups within the OLACS population include Hispanic, African American, learning differences, and attention deficit student populations. OLACS has few minorities. The largest minority group consists of students of Hispanic ethnicity, which in 2009-2010 was fewer than nine percent of the entire school population. When the data is disaggregated, the information is generally impacted by two to five students except in first grade where there were ten Hispanic students. Thus, the disaggregation of data based on the small samples and percentiles throughout the school is not valid. However, the disaggregation of first grade with ten Hispanic students is more relevant.

The first grade scores meet or exceed the requirements for the Blue Ribbon status. When disaggregating the data, math and reading appear to be strengths for these students. Listening seems to be a 'relative' weakness for first grade students. However, within the Hispanic population in the first grade, listening is an area of strength. Math computation for the Hispanic population at this level exceeds the majority of the population, but problem solving and data analysis appear to be comparable. Thus, no remediation is occurring presently for this group of students.

When disaggregating the data for the learning differences subgroup at each grade level, the numbers are too few to provide validity for the scores (fewer than ten at each grade level) except grade seven. The number of students at this level provides validity for the data. There are nine students in seventh grade in the learning differences sub group. Math scores for the total population are within the ten point range for

Blue Ribbon requirements. Math totals for the student population are eighty-two percent, and the subgroup total is seventy-seven percent. The reading grade level totals for seventh grade are eighty-seven percent, and the learning differences total for reading averages is seventy-six percent (an eleven point difference).

A school psychologist is available for parents seeking diagnostic evaluations for learning differences and also for parent consultations. Once a student is evaluated, the psychologist communicates with parents, teachers, and the student to provide classroom recommendations and strategies for learning.

OLACS has students who are identified with specific learning disabilities, which negatively impact a student's ability to function to his or her potential. OLACS works with the parents of identified students to offer research-based management strategies, including in-house tutoring, remediation, strategy instruction, and counseling provided by the classroom teacher or resource personnel. When appropriately managed, the negative effects of the learning disabilities are reduced.

## **2. Using Assessment Results:**

Our Lady of the Assumption Catholic School administers the standardized Cognitive Abilities Test (CogAT) to students in grades two, five, and seven and the Iowa Test of Basic Skills (ITBS) to students in grades one through eight. Qualitative and quantitative data are utilized to identify strengths and weaknesses. Analyzing standardized testing results is one tool used to identify trends across grade levels, to determine individual remediation needs, and to place students in courses. After reviewing and analyzing the 2009-2010 ITBS scores and other qualitative data, goals were identified to improve student learning and school performance. Faculty review of curriculum and teaching methodologies is also used to address areas of need. For example, the listening subtest (administered to primary students) is identified as an area for improvement, and a two-pronged approach to increase subtest scores is utilized. Resource personnel provide suggestions to teachers on ways to enhance the attending and listening skills of students. Additionally, at a Home & School meeting, resource personnel educated parents on techniques to enhance the attending and listening skills. Subtests scores are monitored by administrators and all teaching personnel.

Scores in math computation are also a 'relative' weakness; therefore, OLACS has incorporated changes at all grade levels. With automaticity as a goal, teachers provide students additional direct instruction and practice in basic computation processes. OLACS completed a school-wide computation assessment, and those areas identified as weak are systematically re-taught and reviewed. Instruction is differentiated to meet the individual needs of the students. If needed, remedial intervention is provided. Assessments occur regularly throughout the year to evaluate progress. Math classes have been lengthened to comply with new Archdiocesan requirements.

Foundational skills for early reading, as established by the National Reading Panel, are a focus for primary grade students. The Comprehensive Test of Phonological Processing is administered to all kindergarten students, which allows teachers to identify at-risk students and provide early intervention. Direct, systematic instruction is provided in phonological awareness, phonics, fluency, vocabulary development, and comprehension.

Improving comprehension was determined to be a major goal in all content areas. Direct systematic instruction in reading comprehension strategies and in vocabulary development is occurring. As a result of qualitative information and writing samples provided by teachers, a research-based writing program has been initiated at all grades to improve written expression.

## **3. Communicating Assessment Results:**

Our Lady of the Assumption Catholic School communicates assessment data regularly with students and their parents in a variety of ways. The school hosts an orientation night for parents to meet with the teachers. At this event, parents are informed of the curriculum and the means of assessing learning.

Information regarding grades and report cards is published in the Parent-Student Handbook. Teachers send graded work home weekly, and rubrics explaining evaluation criteria are included when appropriate. All graded work is reported online via the *Edline* web portal so that students and their parents can monitor progress. Mid-quarter progress reports and report cards are each distributed four times annually. To explain student progress and answer parent questions, parent teacher conferences occur as often as necessary and are mandatory in the first academic quarter. In grades three through eight, student-led conferences occur.

The admissions screening instrument provides additional information, which is shared with parents in written and oral form. The standard scores and percentiles from individually-administered tests are sent with an explanation on how to interpret the scores. Parents are invited to a meeting at which time the scores are explained and follow up questions are encouraged. All applicants receive feedback whether or not the child is accepted to OLACS.

Standardized test scores are disseminated in several ways. ITBS and CogAT scores are mailed home with an accompanying letter that explains how to interpret the scores. Parent questions or concerns are addressed through a conference with the school administrator and/or a counselor. During a scheduled Advisory Council meeting, the principal shares the CogAT and ITBS results. The results are part of the instructional goals that are included in strategic planning.

The Home and School Association hosts an evening for the principal to present to parents a summary of testing results, relative strengths and weaknesses of the program, and data trends occurring within the school. This explanation provides a comparison of students' abilities as determined by the CogAT data to the ITBS achievement data. The Archdiocesan Office of Catholic Schools posts information regarding grade-level ITBS averages within Archdiocesan schools on the Archdiocese of Atlanta website ([www.archatl.com](http://www.archatl.com)).

#### **4. Sharing Lessons Learned:**

Communication is of primary importance at Our Lady of the Assumption Catholic School, and information is shared regularly with educators, other schools, and professional associations. Faculty members present at international, national, and state conferences, take leadership roles in the reaccreditation process, and attend major association meetings. Teachers have presented at the National Catholic Education Association (NCEA), the National Middle School Association (NMSA), and the Georgia Independent School Association (GISA) on topics such as literacy strategies, teaching in the gifted classrooms, physical education strategies, effective use of assessments, Spanish instructional strategies, and musical initiatives. In the summer of 2010, a faculty member presented a paper on literacy at Oxford University London, England, and is presently awaiting notification of possible publication. Faculty members actively participate in the Southern Association of Independent Schools/Southern Association of Colleges and Schools (SAIS/SACS) reaccreditation visits, which provide opportunities to learn and share. The music instructor presents at professional conferences.

Faculty members share talents at Archdiocesan-sponsored professional development functions, the annual Archdiocesan Art Show, grade level meetings, school-to-school partnering programs, and within the teacher mentoring program. OLACS teachers present and are leaders at meetings sponsored by the Archdiocese of Atlanta to provide for district-wide grade-level sharing.

Our Lady of the Assumption Catholic School administrators invite faculty members from other schools to participate in OLACS-sponsored professional development opportunities, which provide for professional growth and collaboration among educators.

Members of the administrative staff attend meetings at the Archdiocesan level including development and marketing meetings, Assistant Principal meetings, curriculum meetings, finance meetings, and admission meetings. The school principal meets monthly with Archdiocesan administrators and other Catholic school principals. These meetings allow for sharing among peers. The Atlanta Area Association of

Independent Schools (AAIS) invites participants to administrative meetings, which further enhance opportunities to share in the areas of development, marketing, and admissions. In summary, faculty members communicate with educators in the local community, within the Archdiocese of Atlanta, and in the broader national and global community.

## 1. Curriculum:

The curriculum at Our Lady of the Assumption Catholic School correlates with the standards set forth by the Archdiocese of Atlanta, which is aligned with national and state standards. Students are challenged and supported in learning experiences through differentiated instruction. Content subject areas include religion, language arts, math, health and physical education, science, social studies, Spanish, fine arts, and technology. All core content, including Spanish, meet or exceed the requirements as set forth by the Blue Ribbon Committee.

The Roman Catholic faith is the foundation of OLACS; it permeates every facet of education and is core to all content areas and daily life practices. The curriculum presents the principles of social justice, family and community living, personal rights and responsibilities, morality, the importance of Catholic prayers, sacramental theology, liturgical preparation, church history, and Biblical study. Service to others, direct instruction, meditation, prayer, music, scripture, and re-enactments teach Catholic beliefs.

The language arts program encompasses reading, oral communication, and written expression. In the primary grades, direct systematic instruction is used to teach prerequisite and basic reading and writing skills. These skills include phonological awareness, phonics, vocabulary, spelling, and handwriting. Comprehension and written expression are developmental, and explicit instruction is ongoing. Upper level instruction focuses on the comprehension, interpretation, and study of genres of literature. Phonetic origins of vocabulary, root words, and guided reading strategies are also emphasized. Faith and moral decision making are incorporated into the analysis of literature. The *Collin's Writing Program*, a research-based writing program, provides continuity in the writing program throughout OLACS.

Mathematics instruction is delivered through centers, manipulatives, small and large group instruction, and technology. Differentiation occurs through learning activities. Developmentally-appropriate instruction encourages critical analysis using logical reasoning skills. An emphasis is placed on understanding math concepts behind algorithms and computation. Students have the opportunity to progress to Algebra I in grade eight.

Health and physical education incorporate mental, social, and physical development. In health, students are engaged in learning about mental and emotional health (making responsible decisions and developing good character); family and social health (family relationships and risk behaviors); growth and development; nutrition (dietary guidelines and healthy food choices); personal health and physical activity (personal grooming and exercise); alcohol, drugs, and tobacco; communicable and chronic diseases; environmental health (recycling); and injury prevention (safety and basic first aid).

The involvement of every child with differing ability levels is integral to the physical education program. Other key components and goals are to build cooperative skills while integrating math, science, health, and nutrition. The physical education department emphasizes a tactical model to ensure correct technique and practice while focusing on social, cognitive, anaerobic, and aerobic content. Exercise, knowledge, and confidence are important aspects of building a healthy lifestyle.

Science instruction is based upon scientific inquiry. Components include earth science, life science, human body systems, physical science, environmental science, scientific processes, chemistry, and technological processes. Students utilize the scientific method, which supports student-centered labs and scientific inquiry. Proper nutrition is discussed during the study of cells, cell function, and cell needs. Tobacco and drug use are discussed during units on cancer as well as the unit on human body systems.

Faith, economics, geography, government, history, political science, and world cultures are incorporated into the social studies curriculum. Emphasis is placed on past events and their influences on the present

and future. Students are challenged to become conscientious citizens of a global community. Service, direct instruction, maps, research, oral histories, technology, and field trips are methodologies that support the social studies curriculum.

The Spanish language program is taught from pre-kindergarten through grade eight. The primary grades receive a minimum of thirty minutes weekly while the upper grades progress to three forty-five minute classes per week. Emphasis is placed on pronunciation, vocabulary, and basic grammar conjugations. A cross-curricular approach incorporates the traditions, culture, faith, and history of the language while placing an emphasis on current events. The foreign language curriculum meets or exceeds the standards set by the Blue Ribbon Committee.

The fine arts program at OLACS includes art, band, choir, and music. General music instruction for grades pre-kindergarten through three introduces students to a variety of musical styles and to the interpretation and reading of musical notes; students in grades four through eight have the choice of band or choir. Art provides for the aesthetic development of all students with an emphasis on media, technology, photography, and art history. The fine arts department emphasizes a cross-curricular approach to teaching, and an appreciation for the fine arts is encouraged.

Technology is embedded into the curriculum to ensure the application of knowledge learned. A cross-curricular approach emphasizes the integration of all content areas. Basic skills in keyboarding, software programs, and internet safety are incorporated. All teachers are knowledgeable regarding technology and regularly participate in technology professional development.

## **2. Reading/English:**

Literacy is the foundation of all learning. The reading program at Our Lady of the Assumption Catholic School is based on curriculum provided by the Archdiocese of Atlanta. The curriculum, in turn, is based upon the *National Reading Panel Report* and sound pedagogy. The *National Reading Panel Report*, both scientific and research based, emphasizes phonemic awareness, phonics, comprehension, fluency, vocabulary, guided reading, and various genres of literature. The OLACS program is enriched by the McGraw Hill *Treasures* series and is supplemented with trade novels.

Direct, systematic instruction in both phonological awareness and phonics is taught in the primary grades. The program supports sound-letter correspondence and incorporates *Orton Gillingham* methodologies. Students are taught in small groups, which allow the teacher to observe each child's progress and differentiate instruction to meet the needs of the students. Vocabulary and comprehension are emphasized throughout the grades, and upper level instruction includes an emphasis on analysis and interpretation of literature.

Classroom teachers use multiple strategies to effectively teach reading comprehension including oral discussion, active listening, use of mental imagery, teacher modeling, and prior knowledge. Teachers enhance students' oral language (receptive and expressive) skills as they are prerequisites of reading comprehension. At-risk students receive additional support from the grade level resource teacher, and students qualifying for gifted education are offered enrichment through the Multi-Age Curriculum program.

The formative assessment process includes utilization of graphic organizers, journals, summarization techniques, guided reading strategies, and portfolios. These formative assessment techniques document gains in reading comprehension. Summative assessments include exams and standardized testing. Standardized and norm referenced tests are used judiciously to augment the teacher's subjective appraisal of students' progress. A comparison is drawn between ITBS and CoGAT data to determine if individual students are achieving up to their ability. Assessments are utilized on an ongoing basis to evaluate student progress.

Students identified with either learning differences or deficits in general reading skills receive direct systematic instruction in the classroom and from resource personnel. Individual and small groups are seen by the remedial specialists to enhance phonemic awareness and phonics through early intervention in the primary grades. A school psychologist is available for consultations and for educational evaluations as necessary. Recommendations are provided as a result of these evaluations and implemented by resource personnel and classroom teachers at all levels.

### **3. Mathematics:**

High standards of achievement and mastery are key components of the mathematical curriculum at Our Lady of the Assumption Catholic School. Skills are introduced, developed, mastered, and reinforced from pre-kindergarten through grade eight. Operations include measurement, data analysis and probability, geometry, and algebra. Communication, problem solving, and use of technology are common through the skill development of each strand. The curriculum addresses both the foundational content knowledge students need and the skills necessary to mature as a learner in the twenty-first century.

Developmentally-appropriate instruction encourages critical analysis using logical reasoning skills. An emphasis is placed on understanding the math concepts behind algorithms and computation. Differentiation occurs through learning activities, and mathematics instruction is delivered through centers, manipulatives, small and large group instruction, and technology. Students have the opportunity to progress to Algebra I in grade eight.

Math is an area of strength at OLACS. Math totals range from the eighty-second to the ninety-second percentile with students at all grade levels meeting or exceeding their predicted ability levels. Classes in grades five through eight are leveled in order to meet the individual needs of the students. Student placement is based upon report card grades, ITBS scores, teacher recommendations, and consistency in student progress. Students who qualify for the advanced curriculum or who are identified for remediation are subsequently placed in the appropriate leveled math class.

When compared with other subtests, the math computation score indicates that this is an area of relative weakness. Math assessments were administered to all students to provide a baseline. Data gathered from the baseline assessment indicated the need to improve computation skills at all grade levels. Minutes have been added to math periods daily to stress math computation and basic math skills. Teachers received professional development in teaching math to reinforce the appropriate concepts daily. The report card has been adjusted to include basic skills as a line item, which emphasizes to both students and parents the importance of math computation. Parents are provided online sites to further support mathematical improvement.

There are a variety of resources available for students performing below grade level. Within the classroom, teachers incorporate whole class, small group, one-on-one, and differentiated instruction. For those students in need of additional assistance, resource personnel provide remediation through small group instruction as well as on an individual basis. An after school tutoring program is available to middle school students who desire further support.

### **4. Additional Curriculum Area:**

By its mission, Our Lady of the Assumption Catholic School “seeks to create a nurturing environment grounded in the Catholic faith, which provides for the spiritual and academic development of each child.” An important component of any quality academic program, social studies is also basic to the understanding of the Catholic faith and doctrine. Its themes permeate all content areas at OLACS and fulfill the school’s mission by fostering a nurturing environment of care, respect, and dignity for all individuals.

OLACS utilizes a sequential and vertically aligned curriculum where material is introduced, developed,

mastered, and reinforced. The social studies curriculum addresses foundational content knowledge and provides skills necessary for a citizen of the twenty-first century.

Organized around the themes of historical understanding, citizenship, geography, and economics, the curriculum provides the framework for the development of historical and geographical skills and an appreciation for the basic tenets of state and national government across grade levels. Peace and justice are over-riding themes throughout the curriculum with additional emphasis on the Catholic Church, state of Georgia, United States, and world communities.

A solid foundation in social studies is based on recognizing, valuing, and respecting all cultures. Topics naturally lend themselves to interdisciplinary instruction and create a broader context for knowledge. Tools used to explore social studies include textbooks, magazines, songs, maps, media clips, field trips, technology, and “mock” elections. Students read historical fiction in literature classes, expand research and writing skills, apply mathematical concepts using maps and doing simulations, and increase their ecological awareness. Instruction increasingly involves the students in service, cooperative learning opportunities, and simulations; research projects are enhanced using oral, written, and multi-media presentations.

Materials in all grades center on Christian principles; good citizenship; the teaching of rules; the structure of communities and cultures; and the respect for life and nature. Social justice and service to others is not only taught but lived as students participate in projects designed to feed the hungry, care for the less fortunate, and provide service for the community. The middle school curriculum further enhances the religious aspect of history by teaching the morality of decision making as it relates to present and past.

OLACS seeks not only to teach the fundamental knowledge of social studies but also to instill in students the value of using their talents and resources to serve others, improve their communities, and help to make the world a better place.

## **5. Instructional Methods:**

In order to positively impact learning, teachers at Our Lady of the Assumption Catholic School employ best practices to provide quality differentiated instruction to meet the needs of all students. Multi-faceted learning opportunities include whole and cooperative group activities, lectures, hands-on experiences, field trips, service opportunities, manipulatives, direct instruction, maps, research, oral histories, and technology.

Math lessons are extended to meet the needs of each child. Minutes have been added to math periods daily to stress math computation and basic math skills. Students in grades seven and eight participate in pre-algebra and algebra based upon Archdiocesan standards. At this level, students are identified for pre-algebra or algebra coursework to further enhance mathematical reasoning and problem solving.

Students in grades three through five identified as high-level learners in math or language arts are eligible for a pull-out enrichment program. Differentiation includes high order thinking skills in literary analysis and synthesis, problem solving, and application of creative thinking skills. An inclusionary program allows instructors to enhance problem solving and creative thinking activities for all primary and intermediate students.

OLACS employs the largest resource team in the Archdiocese of Atlanta. Resource personnel meet to discuss at-risk students, to develop and implement classroom strategies, and to provide ongoing teacher support. Students with learning differences receive assistance from resource teachers through pull-out programs, inclusion, or a combination of the two approaches. Tutoring is available for students seeking additional support.

Classroom instruction is supplemented by a variety of educationally-centered student experiences. Two computer labs are available for student use, one for direct instruction and another to integrate technology



into cross-curricular learning; all classrooms have internet access. *Soundfield* audio systems in the classrooms ensure each student is able to hear the instruction, allowing for better focus and attention. The use of Smart Board instruction focuses on the creation of products that go beyond the traditional text-based learning and requires teachers to change the way classrooms operate. Smart Boards foster the use of short and long term projects with students working collaboratively, which supports sharing, discussion, and problem solving.

OLACS students participate in Archdiocesan-sponsored activities, including the Battle of the Books reading contest, spelling bee, oratorical contest, and an art show. Within the school, student-led publications include the yearbook and the annual literary magazine *Great Inspirations*. OLACS hosts a geography bee annually, and middle school students may compete in the Future City competition, held during National Engineers Week.

## **6. Professional Development:**

To enhance teacher learning and knowledge and to improve classroom instruction, Our Lady of the Assumption Catholic School encourages faculty and staff to stay informed of current trends and best practices. Professional development goals are aligned with the mission of the school, accreditation recommendations, and the educational component of the school strategic plan.

The school uses budgeted monies, a long-standing teacher endowment, and Federal funds (Title IIA) to provide faculty and staff numerous opportunities to gain knowledge and improve teaching performance. These include graduate level coursework, attendance at local, national, and global conferences, on-site seminars, networking occasions, and grade level collaboration.

Faculty and staff create an annual educational plan based on periodic reviews of standardized test data, student achievement, and pedagogical practices. This plan ensures goals are aligned with academic standards and designed to increase student performance.

Following an on-site professional development seminar, OLACS teachers implemented a morning monitored activity time for students. Teachers at all grade levels observed increased student focus, better behavior, and decreased incidences of tardy days. OLACS utilizes the strategies of the National Reading Panel as the basis for its literacy program, and primary teachers are trained in *Orton-Gillingham* practices, which provide for early identification and remediation of reading difficulties. The school created an approved Georgia Professional Standards Commission course, which provided PLU's for teachers to use to enhance the reading and writing program. There has been a demonstrated increase in the reading scores since the implementation of *Orton-Gillingham* methodologies and training of the teachers. ITBS listening subtest scores have shown grade level improvement following teacher implementation of listening and attention strategies learned from the school's educational psychologist. Qualitative writing samples are demonstrating marked improvement as a result of the use of a research-based writing program.

The Archdiocese of Atlanta provides in-service to all teachers. Catholic identity is the focus during Archdiocesan in-service opportunities, which are developed around the four pillars of the Catechism of the Catholic Church: Creed; Sacraments; Christian Living; and Prayer. Each year the Archdiocese sponsors a program called "Bearing Witness," presented by the Anti-Defamation League, which promotes respect, dignity, peace, and justice. OLACS faculty members have developed a program called *Are You the One?*, which encourages students to speak out when they see injustice among their peers.

OLACS faculty clearly understands the importance of professional development, and their outstanding participation in various seminars has led to marked improvement within the learning environment.

## **7. School Leadership:**

Our Lady of the Assumption Catholic School is a parish school within the Archdiocese of Atlanta. The philosophy of OLACS is to promote student learning in a nurturing environment while working to meet

the academic and spiritual needs of each child. The philosophy further provides a Catholic education for those students for whom there is a reasonable expectation of success.

As the spiritual and curriculum leader, the principal promotes Catholic teachings of the Gospel and ensures that the curriculum is infused with Catholic beliefs. Ongoing professional development in the practices of Catholicity and curriculum is encouraged, and teacher Catechist certification is required. The principal oversees the implementation of the curriculum to assure that the needs of each student are met. Dignity and respect for all individuals are pervasive throughout the school, and the principal models for all employees the responsibility to exemplify a faith-filled life. All employees serve under the auspices of the principal and work to enhance, enrich, and remediate the student population.

Collaboration occurs between the principal and members of the Advisory Council, the Finance Committee, the Parish Finance Committee, the Business Manager, the Superintendent of Schools, and the Chief Financial Officer of the Archdiocese to enhance the learning at OLACS. This collaboration focuses on Catholic identity, curriculum, strategic planning, finances, facilities, marketing and development, and advocacy, all of which ultimately support student learning. Federal, state, and Archdiocesan policies and procedures are implemented as a result of collaboration; ongoing health and safety inspections verify a safe environment.

To enhance student learning, budgeted funds are allocated for resources, scholarships, and professional development. The use of textbooks, instructional materials, and technology supports the curriculum. Smart Boards help keep students engaged by easily integrating interactive content or learning opportunities into the classroom while the *Soundfield* audio systems enhance sound for students with attention or hearing issues. Field trips and cultural enrichment programs enliven and enhance the educational program.

The principal attends Archdiocesan administrative meetings and convenes and directs meetings of the Administrative Team and faculty. The principal serves as an ex-officio member of the Home and School Association, the parent organization, which supports the school community through service, fundraising, and enrichment activities that enhance learning.

To promote the mission of the school and improve student achievement, the principal positively implements policies and procedures throughout the community to support the Catholic faith and to guide the exemplary educational program at OLACS.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$7150</u>	<u>\$7150</u>	<u>\$7150</u>	<u>\$7150</u>	<u>\$7150</u>	<u>\$7150</u>
K	1st	2nd	3rd	4th	5th
<u>\$7150</u>	<u>\$7150</u>	<u>\$7150</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
6th	7th	8th	9th	10th	11th
<u>\$</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$7493

5. What is the average financial aid per student? \$278

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
2%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 8%

## PART VII - ASSESSMENT RESULTS

### NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	84	76	79	0
Number of students tested	57	56	49	53	0
Percent of total students tested	100	100	100	100	0
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score	89				
Number of students tested	10				
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Testing of first grade students did not begin until the 2006-2007 school year. The number of Hispanic students was less than ten prior to 2009-2010. The number of students tested in 2007-2008 varies between math and reading due to absenteeism.					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	92	89	82	90	0
Number of students tested	57	56	50	53	0
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score	90				
Number of students tested	10				
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> Testing of first grade students did not begin until the 2006-2007 school year. The number of Hispanic students was less than ten prior to 2009-2010. The number of students tested in 2007-2008 varies between math and reading due to absenteeism.					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	87	83	82	84
Number of students tested	54	51	54	50	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 2

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	86	84	84	88
Number of students tested	54	51	54	50	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	86	85	80	90	85
Number of students tested	47	58	51	50	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	84	85	83	88	87
Number of students tested	47	58	51	50	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	86	89	81	82
Number of students tested	56	54	56	53	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	85	84	89	84	85
Number of students tested	56	54	56	53	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	91	82	86	82
Number of students tested	45	52	51	51	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> The number of students tested in 2005-2006 varies between math and reading due to absenteeism.					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	88	90	85	87	83
Number of students tested	45	52	51	51	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> The number of students tested in 2005-2006 varies between math and reading due to absenteeism.					

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# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	92	81	83	81	89
Number of students tested	55	51	56	56	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> The number of students tested in 2005-2006 varies between math and reading due to absenteeism.					

11PV150

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	90	87	87	82	89
Number of students tested	55	51	56	56	58
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> The number of students tested in 2005-2006 varies between math and reading due to absenteeism.					

11PV150

# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	82	77	74	82	73
Number of students tested	31	41	37	24	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV150



# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	88	89	80	74
Number of students tested	31	41	37	24	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b>					

11PV150

# NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	82	83	74	83
Number of students tested	38	31	25	31	42
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> The number of students tested in 2005-2006 varies between math and reading due to absenteeism.					

11PV150

# NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 8

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2005 Publisher: Riverside Publishing Company Scores reported as: Percentiles

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Average Score	87	86	86	74	86
Number of students tested	38	31	25	31	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Average Score					
Number of students tested					
<b>2. African American Students</b>					
Average Score					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Average Score					
Number of students tested					
<b>4. Special Education Students</b>					
Average Score					
Number of students tested					
<b>5. English Language Learner Students</b>					
Average Score					
Number of students tested					
<b>6.</b>					
Average Score					
Number of students tested					
<b>NOTES:</b> The number of students tested in 2005-2006 varies between math and reading due to absenteeism.					

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